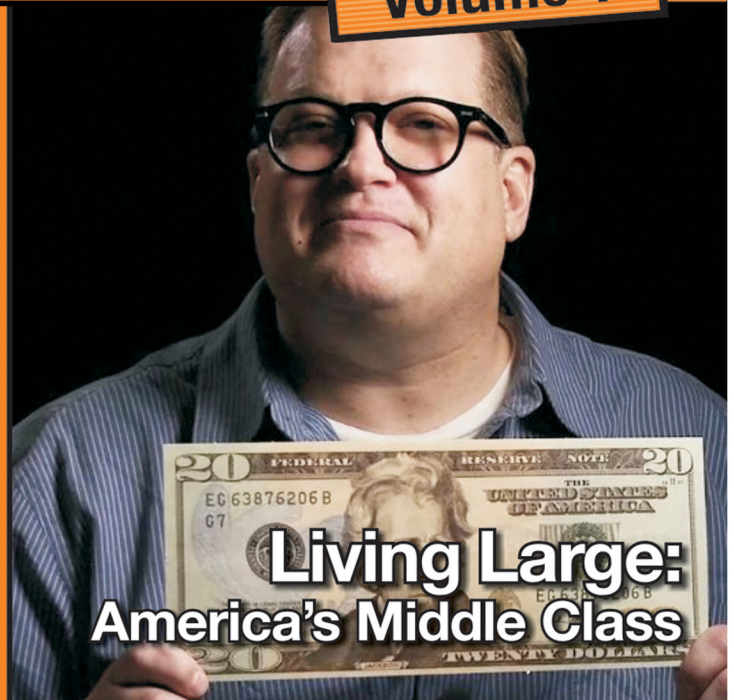




The Drew Carey Project

Volume 1



The Drew Carey Project: Volume 1

Teacher's Guide

This Teacher's Guide consists of four separate Guides, one for each video segment. It also features a Quiz that can be used once all four video segments are viewed.

Contents:

- **Traffic Gridlock Teacher's Guide, Page 2**
- **Living Large Teacher's Guide, Page 10**
- **Dance Ban Teacher's Guide, Page 17**
- **National City Teacher's Guide, Page 23**
- **The Drew Carey Project: Volume 1 Quiz, Page 31**

Traffic Gridlock **Teacher's Guide**

This Teacher's Guide includes the following:

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Think Outside the Box
- Viewing Guide Worksheet
- Discussion Questions
- Activity: Who Chooses?
- Enrichment Activities
- Answer Key

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- In small groups, complete the Think Outside the Box activity. Bring the class back together and have each group report its ideas to the class.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide, using the Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- Complete the Who Chooses Activity.
- Optional: View the Bonus Feature Urban Myths: Gridlock and Asphalt.
- Optional: Assign Enrichment Activities.

Traffic Gridlock

Preview Questions

(These questions are meant to be read aloud by the teacher.)

1. What is gridlock?
2. What causes traffic congestion?
3. Why is traffic congestion a problem?
4. Is traffic a problem where you live?
5. How can traffic congestion be reduced?

Key Terms and Definitions

1. Congestion – overcrowding in a street or other area, making movement slow or difficult
2. Gridlock – the stoppage of free vehicular movement in an urban area because key intersections are blocked by traffic
3. Toll road – a privately or publicly built road for which the user of the road is required to pay a fee, or toll

Traffic Gridlock

Think Outside the Box

Divide the class into small groups and distribute copies of these questions to each group. Have each group brainstorm answers to one or all of the questions. Creativity should be encouraged. Have each group report its ideas to the class.

1. How can we solve the problem of traffic congestion?
2. Can we reduce the number of cars on the road? How?
3. Can we increase the number of lanes? Where/how do we get the land?
4. Can we get more people to use mass transit? How?
5. Can we reduce congestion by raising taxes?
6. Can we reduce congestion without raising taxes?
7. Are there solutions that don't involve forcing people to do something?
8. If government didn't build roads, how would people get around?

Name: _____

Date: _____

Traffic Gridlock **Viewing Guide**

1. _____ is the number one concern, the number one complaint among the people that live here.
2. We wanted to talk to the poor soul with the most _____ commute in LA.
3. Josh lives only _____ from work but it often takes him an hour and a half to get to the office.
4. Let a private company do it and they can _____ people to ride on the road.
5. A _____ built it (the 91 Express Lanes) in the middle of the 91 Freeway in Orange County, CA.
6. Each day about 40,000 people pay the _____ because the special lanes let them zoom past slow-moving traffic.
7. Traffic often keeps parents from picking up kids at day care on _____.
8. Once he started using the _____ Cedric almost never had to pay late fees.
9. We could build some express lanes, tunnels, and double-deckers. _____ wouldn't even have to pay for it.

Traffic Gridlock

Discussion Questions

1. What are the advantages of toll roads? What are the disadvantages?
2. Who pays the cost of toll roads? Who pays the cost of most roads?
3. How are tolls/user fees different from taxes?
4. Why are private companies willing to take on the risk of developing toll roads?
5. What does the fact that 40,000 cars use the 91 Toll Express Lanes in Orange County, CA every day demonstrate about the value the drivers place on their time?
6. One person paid \$548 for 168 trips. Do the math—how much is that per trip? Was it worth it to him? How do we know?
7. Why does the price on the 91 Express Lanes fluctuate with the amount of traffic? Is this fair?
8. What would prevent the owners from raising tolls “too high”?
9. What incentive do private companies have to provide good service and keep their toll roads in good repair?
10. What incentive does government have to provide good service and keep public roads in good repair?
11. What are some factors that could have a negative impact on the future profitability of private roads? (Example: population decline)
12. Is the existence of a local government threatened if it fails to provide for fast and efficient transportation? What about the existence of a transportation company?
13. How effective has government been in reducing traffic congestion?
14. How effective has government been in improving education? Providing low-income housing? Reducing poverty?

Traffic Gridlock

Activity:

Who chooses? Who benefits? Who pays? What's fair?

[These four questions can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking.]

As a class, or in small groups, discuss the following:

When government provides non-toll roads –

- Who chooses to use the roads?
- Who decides where and when to build roads?
- Who benefits from the roads?
- Who pays for the roads?

When private companies build toll roads –

- Who chooses to use the roads?
- Who decides where and when to build roads?
- Who benefits from the roads?
- Who pays for the roads?

(Pays should be interpreted broadly to include all kinds of costs, including time. Think about all of the possible individuals or groups who pay in each scenario, and who might benefit in each scenario.)

Which system is fairer? Why?

Traffic Gridlock

Enrichment Activities

- I. Essay – Most people, including those who advocate limited government, agree that road-building is one of the legitimate functions of government. Is it right to allow private companies to build, own, and profit from roads?

- II. Research/Essay – Governments often spend money collected from tolls on other projects. For example, in New York City, much of the money collected from bridge tolls is spent on the MTA, the government agency that runs the bus and subway system.
 - A) Find out how much is taken in each year in tolls by the MTA. Find out how much has been spent on the various projects and how much additional spending is planned for future projects.

 - B) Is it fair to the toll-paying drivers for the MTA to redirect toll revenues to public transportation projects instead of spending it on auto transportation improvements? Why/why not?

- III. Research – Numerous American cities have recently built light-rail systems in an effort to reduce traffic congestion. Choose one of these cities and report on its light-rail project. Include the following in your report:
 - A) What was the estimated cost when the project was proposed? What was the actual cost of the completed project? By what percentage was the project over budget?

 - B) How was the project paid for? Who paid for it?

 - C) By what percentage did the project increase total mass transit ridership? In other words, did it get people out of their cars or did it mainly cause people who were already riding buses to switch to rail?

 - D) What is the cost per passenger mile (not the fare riders pay, but the actual cost)?

 - E) Has the light-rail system measurably reduced traffic congestion in the city?

Traffic Gridlock

Viewing Guide Answer Key

1. Traffic
2. Congested
3. 16 miles
4. Charge
5. Private company
6. Toll
7. Time
8. Express lanes
9. Taxpayers

Living Large Teacher's Guide

This Teacher's Guide includes the following:

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Think Outside the Box
- Viewing Guide Worksheet
- Discussion Questions
- Enrichment Activities
- Answer Key

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- In small groups, complete the Think Outside the Box activity. Bring the class back together and have each group report its ideas to the class.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide, using the Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- Optional: Assign Enrichment Activities.

Living Large

Preview Questions

(These questions are meant to be read aloud by the teacher.)

1. What are the differences between middle-class, rich, and poor in America?
2. Do you think that the middle class is struggling today? Why/why not?
3. Are middle-class Americans today better off or worse off than when your parents were growing up?

Key Terms and Definitions

1. Consumption – expenditure on goods and services for final personal use
2. Cost of living – the average cost of food, clothing, and other necessary or usual goods and services considered as a standard by the members of a group
3. Middle class – the social and economic class between rich and poor

Living Large

Think Outside the Box

1. Find at least three different definitions of middle class. Compare the definitions and select the one you think is best. If Internet or print resources are not available, create your own definition. Be prepared to explain your choice to the class.
2. Make a list of goods and services that the typical middle-class American family can afford today that were either not available at all in 1970 or only available to the rich.
3. Imagine that a full time worker is given the option of receiving a 20% raise or receiving Fridays off with no reduction in pay. Do you think everyone would make the same choice? Which choice do you think would be most popular? Make a list of factors that might lead a person to make each of the choices.

Name: _____

Date: _____

Living Large **Viewing Guide**

1. Wonder what it's like for the _____ in America?
2. It's amazing the amount of stuff they're able to own and the _____ levels that they achieve today compared to the past.
3. Wages don't include the _____ that we bargain for.
4. Is the _____ of the vast array of things that Americans purchase going down? Absolutely.
5. The best way to measure cost is in terms of _____.
6. Few regular people could afford _____ because the average worker had to sweat for 460 hours to buy one.
7. In terms of time, the cost of a _____ has fallen by more than 70%.
8. Houses...are much more expensive in _____ terms, but the houses are also two and a half times as large as back then.
9. The cost of a cross-country _____ has plummeted by 95%.
10. Only 19% of middle class Americans feel they are _____ in life.
11. It's not the _____ cost of living. It's the cost of living high.
12. Americans are _____ today than in any time in history.

Living Large

Discussion Questions

1. Does the video define middle class? What definition did your class agree on for this term? Does your definition fit with the information provided in the video?
2. What were the occupations of the boaters at the lake? Are these jobs typically held by rich people or middle-class people?
3. By interviewing “big boys with their expensive toys” is Drew Carey suggesting that all middle-class people spend their money on fancy cars, boats, and jet-skis? What point is he making?
4. What are some different kinds of things that we associate with a comfortable middle-class lifestyle? Make a list. (E.g. cable TV, family vacations.)
5. Is the video trying to show that everyone in America is doing well? What misconception is the program intended to correct?
6. How does the economist Michael Cox compare the cost of various goods and services over the past several decades? Why doesn't he use money as the basis of comparison?
7. Cost comparisons over time may understate how much better off we are today because improvements in quality are not taken into account. Explain. (Example: The cell phone of the 1980s versus the typical cell phone of today.)
8. Many Americans may have a hard time paying all of their bills which might include: cell phone, Internet, two car payments, mortgage payment on a 2000 square foot house, etc. Is it fair to say, then, that the middle class is struggling?
9. Why do many people seem to believe that the middle class in America is being squeezed?
10. How accurately do people compare past and present conditions? How could nostalgia for the past affect the comparison?
11. Would you rather be a rich person living in the year 1900 or a middle-class person in America today? Explain.

Living Large **Enrichment Activities**

- I. Essay: Explain the following quote from the video: “It’s not the high cost of living, but the cost of living high.”

- II. Interview:
 - A) Ask your parents when they or their families got their first computer, VCR, microwave, and cell phone.

 - B) Ask your grandparents when they first got air-conditioning, a dishwasher, and a color TV.

 - C) Ask them to compare the quality and affordability of these products today with the first models they owned.

 - D) As a class, discuss your findings.

- III. Small Group Discussion: The telephone, computer, car, etc. were all once extremely expensive relative to the average household income when they were first introduced. As such, only the rich were able to afford them and it is therefore the rich who paid for the initial development of these items until production became more efficient and prices dropped. Today, nearly all families have most of these items. What are some products that are currently only affordable by the wealthy but are likely to experience significant price reductions in the future as the market matures? What are some products/services that are not yet being developed or are in the early stages of development, but that you expect to follow a similar pattern in the future once in production?

Living Large

Viewing Guide Answer Key

1. Middle class
2. Consumption
3. Benefits
4. Cost
5. Work time
6. Cell phones
7. Car
8. Money
9. Flight
10. Getting ahead
11. High
12. Richer

Dance Ban

Teacher's Guide

This Teacher's Guide includes the following:

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Viewing Guide Worksheet
- Discussion Questions
- Enrichment Activities
- Answer Key

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide, using the Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- Optional: Assign Enrichment Activities.

Dance Ban

Preview Questions

(These questions are meant to be read aloud by the teacher.)

1. What would justify a ban on outdoor dancing?
2. What protections do Americans have against unreasonable laws?
3. Do government officials ever abuse their legal authority? Can you think of examples?
4. If a business creates a problem – such as noise or traffic – what can ordinary citizens do to get that business to change the way it operates? Give real-world examples.

Key Terms and Definitions

1. Ordinance – a law or rule made by an authority such as a city government
2. Zoning – a restriction on the way that land can be used; a device of land-use planning used by local governments

Name: _____

Date: _____

Dance Ban Viewing Guide

1. "Footloose" is that film from the '80s about _____ fighting for the right to dance.
2. "I thought it'd be the perfect thing for him to learn a _____ and the difficulties involved in that."
3. "I asked him to please have some _____ for the neighbors here and he assured me that he would."
4. "We weren't breaking any _____ but Pinal County apparently decided...that they wanted put a noise ordinance in."
5. Dale and Spencer's efforts to _____ cost them more than a hundred thousand dollars but County officials still weren't satisfied.
6. Each day San Tan Flat patrons are caught _____, Dale and Spencer must pay a \$700 fine.
7. "Because of this experience I see how _____ can be so abusive of its power even on a small local level."
8. "I don't believe the government has any _____ to tell people they can't express themselves and they can't dance."

Dance Ban

Discussion Questions

1. Why might the decades-old law against outdoor dancing in Pinal County have been passed in the first place?
2. Why did Spencer Bell choose the restaurant business over some other kind of small business?
3. Do you think Pinal County's anti-dancing ordinance is constitutional? Explain.
4. The anti-dancing ordinance has been on the books for sixty years. Is the age of the ordinance relevant? Why/why not?
5. The neighbor in the video who originally opposed San Tan Flat suggested that someone might be trying to use county regulations to bankrupt the restaurant. Why would anyone want to do that?
6. Do you think the real issue concerning San Tan Flat is dancing or noise? Review the video to find evidence to support your answer.
7. If the neighbors were opposed to the noise coming from San Tan Flat, why would the county ban outdoor dancing instead of requiring the restaurant to turn down the volume?
8. The story of San Tan Flat has drawn national attention. Why do you think that is the case?
9. Are people and businesses free to use their property in any way they see fit? What kinds of restrictions on owners' rights, if any, are justified?
10. Is it a violation of people's rights to subject them to loud noises? Where do we draw the line between one person's rights and another's?

Note: Since the production of this video, the Pinal County Board of Supervisors ruling that San Tan Flat was operating an illegal dance hall has been overturned by a judge.

Dance Ban

Enrichment Activity

- I. Research the court case involving San Tan Flat. Include the following in your report:
 - A) A chronology of the significant events in the case.
 - B) A summary of the arguments made on both sides of the case.
 - C) What law firm is defending the owners of San Tan Flat?
 - D) What is the current legal status of the case?
 - E) Is dancing currently allowed at San Tan Flat? Why or why not?

Dance Ban

Viewing Guide Answer Key

1. High school kids
2. Small business
3. Consideration
4. Laws
5. Comply
6. Dancing
7. Government
8. Right

National City **Teacher's Guide**

This Teacher's Guide includes the following:

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Viewing Guide Worksheet
- Discussion Questions
- Activity: Who Chooses?
- Enrichment Activities
- Answer Key

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide, using the Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- Complete the Who Chooses Activity.
- Optional: Assign Enrichment Activities.

National City

Preview Questions

(These questions are meant to be read aloud by the teacher.)

1. What is eminent domain?
2. How would you react if your city wanted to buy your house to make room to build a school? A road? A government building?
3. What would you call a "blighted" neighborhood?
4. What should happen if some owners in a community do not want to sell their properties to a developer who wants to buy all the properties in a large block of land in order to develop a new shopping mall or condo complex?
5. How would you react if your city wanted to buy your house and sell the property to a developer to build condos as a way of "improving the neighborhood"?

Key Terms and Definitions

1. Blight – deterioration of buildings in older areas of cities; abandoned, derelict, or severely neglected buildings and lots; slums
2. Eminent domain – the power of a government to take private property for public use, usually with compensation paid to the owner
3. Property rights – the rights of ownership: the rights to use, control, dispose of and obtain the benefits from a good or service
4. Redevelopment – new construction on a site that has preexisting uses; urban renewal.

Name: _____

Date: _____

National City **Viewing Guide, page 1**

1. We handle about a thousand kids per year and they are all _____ kids.

2. The biggest _____ is that we will not see these kids in the prison system.

3. The CYAC is a great example of ordinary citizens taking _____ for improving their community.

4. National City is...one of the most egregious examples of the _____ of eminent domain.

5. Eminent domain...is the traditional power of _____ to take property for a public use.

6. Traditionally, _____ meant the government could take your property for a school or a post office or a military base or a public park.

7. The typical eminent domain story is a modest neighborhood...that a _____ wants so he can transform it into high-rise condominiums or a big box store.

8. I think it's wrong to take away somebody's _____ when they don't want to sell it.

Name: _____

Date: _____

National City **Viewing Guide, page 2**

9. The argument against eminent domain...is fundamental to _____ which are fundamental to the American way.

10. They have two-thirds of the city under a _____ designation and it's been like that for almost 40 years.

11. Following the rally the City Council held a _____ regarding their redevelopment plans.

12. On July 17th, 2007, the National City Council voted to move forward with their _____ to redevelop the city using eminent domain.

13. People just don't have a _____ when eminent domain is on the table.

14. The developer of the condo project announced that he would _____ his plans and build around the Community Youth Athletic Center.

National City **Discussion Questions**

1. How are projects such as schools and roads fundamentally different from the condominium development highlighted in this video?
2. What, according to some in the video, is eminent domain "abuse" as opposed to simply "eminent domain"?
3. If eminent domain could not be used for private development projects, how would a developer acquire the desired properties?
4. The mayor of National City suggests that the city government is getting a "bad rap" over this case. What do you think he means?
5. What if most property owners are willing to sell but there are some holdouts? Is it fair for a few owners to block a new development? Explain.
6. The city claims that economic development is for the good of the community. What if it benefits some people but hurts others?
7. What segment of society would have the greatest likelihood of getting local governments to use eminent domain in a way that serves their own private interests? How could they try to accomplish this?
8. What—if anything—would prevent politicians from using eminent domain to take property in the name of economic development in exchange for favors such as political contributions from big developers?
9. Why do you think the video emphasizes the "at risk youth" element of the story?
10. Since the developer decided (in August 2007) to build around the CYAC, is there still a problem with eminent domain?

National City

Activity:

Who chooses? Who benefits? Who pays? What's fair?

[These four questions can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking.]

Use the following questions as a springboard for class discussion, a small group exercise, or an individual writing assignment.

When eminent domain is used to take property from one private owner and transfer it to another private owner –

- Who chooses how the property will be used?
- Who pays for the use of the property?
- Who benefits from the use of the property?

When private property is protected against seizure by eminent domain –

- Who chooses how the property will be used?
- Who pays for the use of the property?
- Who benefits from the use of the property?

(Pays should be interpreted broadly to include all possible costs/harm. Think about all of the possible individuals or groups who pay in each scenario, and who might benefit in each scenario.)

Which scenario is fairer? Why?

National City **Enrichment Activities**

- I. Some states have passed laws in recent years restricting the ways eminent domain can be used. Research the eminent domain law where you live. Are there any limitations on how it can be used? What are they?

- II. Develop three general strategies other than eminent domain for building a business (e.g., a condominium complex or shopping mall) when there is one "holdout" that has refused to sell. For each strategy, point out a potential obstacle and a means of overcoming that obstacle.

- III. Essay: Two people in the video use analogies involving guns and eminent domain. Who are the two and how do their analogies differ? Which do you think is the most persuasive and why?

National City

Viewing Guide Answer Key

1. At-risk
2. Benefit
3. Responsibility
4. Abuse
5. Government
6. Eminent domain
7. Developer
8. Property
9. Property rights
10. Blight
11. Public hearing
12. Plan
13. Choice
14. Revise

Name: _____

Date: _____

The Drew Carey Project Quiz, page 1

1. In Gridlock, how does Drew Carey say we should solve traffic congestion?
 - A) Improve mass transit.
 - B) Add toll lanes.
 - C) Add high-occupancy vehicle (HOV) lanes.
 - D) Fly people to work in helicopters.

2. The experience of the Route 91 Express Lanes built by a private company in California shows that
 - A) drivers will not pay money to use toll roads if non-toll roads are available.
 - B) congestion is just as bad on toll roads as on regular roads.
 - C) companies that build toll roads do not keep them in good repair.
 - D) many drivers are willing to pay toll fees in order to save time.

3. The main point of Living Large is that
 - A) the middle class in America is struggling today.
 - B) compared with the past, the middle class in America is doing well.
 - C) no one has trouble making ends meet in America today.
 - D) the rich are getting richer and the poor are getting poorer.

4. In Living Large, the economist compares the cost of goods and services in different years in terms of
 - A) hours of work required to purchase.
 - B) inflation-adjusted dollars.
 - C) dollars.
 - D) Euros.

5. Drew Carey thinks that
 - A) most people spend their money on expensive toys.
 - B) people who aren't rich like him are just lazy.
 - C) news media perpetuate the myth of the middle-class squeeze.
 - D) middle class people should not waste their money on luxuries.

Name: _____

Date: _____

The Drew Carey Project **Quiz, page 2**

6. In National City we learn that traditionally eminent domain was limited to public uses such as
- A) roads.
 - B) condominiums.
 - C) schools.
 - D) both a and c.
7. What is the current status of the Community Youth Athletic Center (CYAC)?
- A) The gym was torn down so the developer could build condos.
 - B) The developer paid for the gym to be moved to a new location.
 - C) The developer agreed to build around the gym.
 - D) The city dropped its blight designation for the gym and other properties.
8. How many properties in National City, California have been designated as blighted?
- A) only the CYAC
 - B) the CYAC and a motorcycle shop
 - C) 700
 - D) none
9. The San Tan Flat neighbor interviewed in the video Dance Ban
- A) initially opposed San Tan Flat but now supports it.
 - B) has called the police several times to complain about noise.
 - C) sued San Tan Flat over the outdoor dancing issue.
 - D) plans to move away because of all the lights and traffic.
10. Pinal County's ordinance banning outdoor dancing
- A) applies only to family restaurants.
 - B) has been on the books for sixty years.
 - C) was written specifically to apply to San Tan Flat.
 - D) does not affect San Tan Flat.

The Drew Carey Project

Quiz Answer Key

1. B) Add toll lanes.
2. D) many drivers are willing to pay toll fees in order to save time.
3. B) compared with the past, the middle class in America is doing well.
4. A) hours of work required to purchase.
5. C) news media perpetuate the myth of the middle-class squeeze.
6. D) both a and c.
7. C) The developer agreed to build around the gym.
8. C) 700
9. A) initially opposed San Tan Flat but now supports it.
10. B) has been on the books for sixty years.

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